



## Mini-Map for M.EE.4.MD.6

Subject: Mathematics

Measurement and Data (MD)

Grade: 4

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>M.EE.4.MD.6</b> Identify angles as larger and smaller.	<b>M.4.MD.6</b> Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>Recognize attributes or characteristics of an object, such as color, orientation, length, width, and weight.</p> <p>Recognize "same" as the object that shares all of the same attributes as other objects in a group.</p> <p>Recognize "different" as the object that shares some or none of the attributes as other objects in a group.</p>	<p>Recognize whether two containers contain the same or different amounts.</p>	<p>Recognize whether a container is more full or less full than another container.</p>	<p>Compare two angles without using any measuring tools, and communicate whether the angle is greater than, less than, or equal to the other angle.</p>	<p>Compare three or more angles without using any measuring tools, and arrange them from least to greatest or greatest to least.</p>

## Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

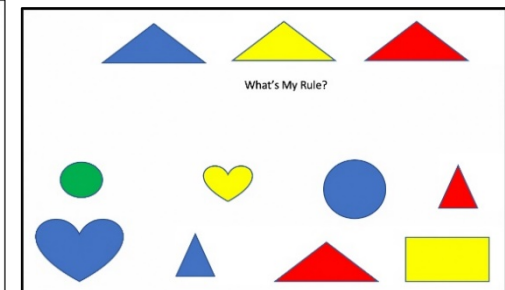
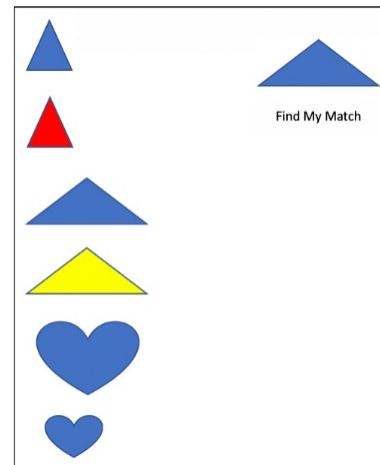
### *How is the Initial Precursor related to the Target?*

In order to identify angles as larger or smaller, students must first begin by learning to attend to people and objects when they are present. In the context of this Essential Element, educators should work on attending while interacting with shapes. As students' attention to people, objects, and shapes increases, the educator draws the students' attention to new objects or stimuli, labels them (e.g., "these are two red triangles; they are the same," or "you have two fidgets; this one is big and this one is small, but they are both fidgets."), and the students observe, feel, or otherwise interact with them. Educators encourage students to begin placing like objects together, drawing attention to the characteristics that make an item the same or different.

### *How is the Distal Precursor related to the Target?*

Now that students have experience identifying shapes and objects as "same" and "different," provide instruction that focuses on creating sets that are grouped together in meaningful ways. Students do not have to label the shapes, but they do need to be able to match and identify items in a group based on the rule or attribute. For this Essential Element, create sets that include objects or images that differ in shape and size, so that students can match and work to find a rule that defines the pattern. These types of activities support students in understanding what attributes to pay attention to and what attributes to ignore based on the goal of the activity.

Note: Notice these activities are not just about sorting. The students are comparing an item or group of items to multiple items and learning to focus on attributes. This should be done first with real objects rather than pictures on a worksheet or folder activity. Activities that require matching are easier than activities that require finding a rule.

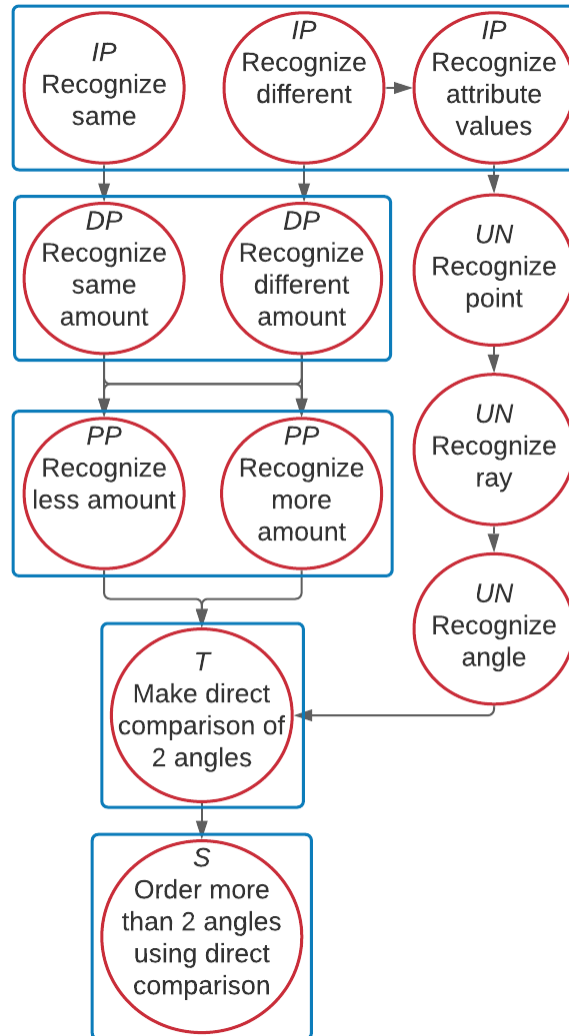


## Instructional Resources

Released Testlets
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .
Using Untested (UN) Nodes
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .

[Link to Text-Only Map](#)

**M.EE.4.MD.6** Identify angles as larger and smaller.



Map Key	
<b>IP</b>	Initial Precursor
<b>DP</b>	Distal Precursor
<b>PP</b>	Proximal Precursor
<b>T</b>	Target
<b>S</b>	Successor
<b>UN</b>	Untested
<b>Boxes indicate tested nodes</b>	